Learning Conversation Notes	
Name of Partner:	Date:
Placer Women's Center - PEACE for	February 27, 2006
Families	
Number of Children Served:	<b>Ages:</b> 1 yr (6), 2 yr (3),
23: based on how many exited	3 yr (5), 4 yr (7), 5 yr (1)
within this time frame	
13 mothers	
When Served:	Gender: Ethnicity:
October 1, 2005 – January 31, 2006	12 - Male 13 - Caucasian
	11 - Female 5- African Amer.
	4- Hispanic
	1 – Bi-racial

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#### **Outcomes:**

Mothers use positive communication and parenting to keep their children safe, healthy, at home, learning and supported.

A financial stability plan will exist and be implemented.

**Performance Measures:** 

**Demographics** 

Placer Early Childhood Outcome Screens

Financial sustainability plan along with evidence of implementation.

## What is this data telling us about achievement of outcomes?

**Shelter Support:** The shelter offers therapy, education and case management including guidance to moms with their interaction with their children. The amount of time in the shelter can vary. Children who spend more time in the shelter show the most improvement.

## **Demographics:**

The average number of days at the shelter for this data set is 27 days. The range of days spent is from 1 - 60 days.

Of the 23 children, 4 were only in the shelter one day.

There were siblings involved that were not 0-5.

#### **Early Childhood Outcome Screens:**

## Indicator 5: Free of disease or illness; or disease or illness medically managed.

It is interesting that the children are coming into the center fairly physically healthy. The unhealthy aspect is emotional.

## Indicator 11: Living in a safe, stable and nurturing environment.

The biggest change is seen here because the minute the child enters the center, their environment has improved.

On average, children coming into the shelter initially fit the stereotype of being unsafe and fearful. When they leave they are trying to achieve the indicator, but the family still needs a great deal of support.

### Indicator 12: Interacting appropriately with all other persons at current residence.

Of 23, 14 improved, 9 were the same, 0 declined

There are two extremes in observed behaviors of children when they enter. Either they are very timid or very aggressive. Sometimes the kids start off timid and aggression shows up later.

It is observed that since the kids feel safer or in less danger, they are able to act out and test the limits. As they act out, staff can observe them and offer guidance, which also gives mothers a chance to learn how to work with the kids.

## Indicator 13: Participating in a learning environment with appropriate interactive enrichment activities.

Of 23, 13 improved, 6 stayed the same, 4 declined

Showing good improvement. Two activities where children are observed for this indicator are childcare groups and the parent/child interactive class.

Most kids have not been in childcare prior to entering shelter. The abuser's need to control the woman includes restricting outside activities for both mother and child (ren). This situation can stunt a child's ability to develop appropriately.

## Indicator 14: Achieving appropriate level of learning development.

Of 23, 8 improved, 12 stayed the same, 3 declined Children are participating in games and listening to stories. This is often a good indicator of their abilities in learning development.

Story reading and moms actively participating is one simple and positive way to use communication. There is increased use of volunteers to read to children and model for moms.

#### Indicators 17: Participating in a formal or informal support network for the family.

The Center lost two of the parenting classes that offer a great deal of support. Without the weekly guidance offered by the classes, the intention is there but the outcome has not been as strong.

## Indicator 18: Experiencing a positive relationship with the child.

Of the 23, 6 improved, 14 stayed the same, 3 declined.

Summary of success: The time spent in the shelter, a protected atmosphere, gives time and opportunity for mothers to address their relationship with their kids. Most mothers are taking advantage of this, but some have moved on or dropped out of the program.

Case managers work on a regular basis with mothers and children. There is also childcare provided when mothers are in classes. Mothers are asking direct questions about how to work with their children, which indicates that they are interested in increasing their parenting knowledge.

## Indicator 19: Engaged in positive parenting and child development practices.

Of 23, 7 improved, 14 stayed the same, 2 declined.

The majority of the mothers are trying to be the best parent that they can be. With others, children have already been harmed or there is a problem with the mother not focusing on the children.

All indicators show that the mothers, who stay in the program longer, show the most improvement and sustainability with their own parenting skills.

A mother who paid little attention to the children and was very focused on herself indicates one of the declines.

In the initial assessment, some present well as a family and it may be assumed that there is a positive relationship with the mother. After 10 days or so it is evident that it is not the case.

# Indicator 20: Satisfied with their knowledge of and ability to foster the child's development.

Of the 23, 6 improved, 13 remained the same, and 4 declined In many cases, mothers realized they knew less about parenting when presented with additional information around appropriate parenting related to child development through classes and staff guidance.

This indicator tells us that there is a trend for improvement. The moms are becoming more aware of communicating with their children. Information gained will reinforce what is being done well.

Common threads in the above outcome screen data are summarized below:

#### Reasons for decline:

- One mother was only focused on herself and not giving enough attention to the children.
- One mother and child left and never returned.
- Two siblings who exited were sexually abused, and it was found out later that they were not cared for, which lowered their exit scores.

#### Reason for improvement:

- One mother was capable of caring for her children and she moved to another program that was a safer location for the family.
- Two siblings under 5 were able to move back home and were still participating in programs.

### Sustainability:

• The length of stay is making a big difference. If families would stay longer, that would be indicated in improved outcome scores.

#### **Financial Sustainability Plan**

Financial Sustainability Plan has been implemented and a report was distributed (see attached).

The Girls Scouts have donated 90 sets of new towels since last report.

A student's senior project brought \$500 through a Bowl –a – Thon.

Roseville thrift store moved and has experienced a decline in sales. Looking for improvement - possible relocation.

Of the two new therapists, one is there specifically for the children 0-18 years old, and will remain independent of First 5 funding.

## In what ways will we apply what we have learned from our data?

Shelter group curricula are being created to improve abilities of staff to implement cross training when needed, and minimize gaps in service with staff turn over.

## Other points that were made during the conversation:

Community Support: Links are made with other programs to assist these women and their children.

Training for the Placer Early Childhood Outcome Screens.

It is desired that there is a consistent internal policy as to how the agency fills out the screening forms. Create perpetual training in house for the agency. Build it in as a staff in-service. If there are questions around scoring development, please contact First 5 staff for a referral to those who developed the Early Childhood outcome screen form. First 5 hopes that the result of the Learning Conversation process and the use of the data will allow the agency to obtain funds for services.

## **Next Steps:**

The next Learning Conversation will be Thursday, August 17, 2006 at 8:30 – 12:00